Public Document No. 81

MASSACHUSETTS COMMISSION FOR THE BLIND.

ELEVENTH ANNUAL REPORT.

FOR THE YEAR ENDED NOVEMBER 30, 1917.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
32 DERNE STREET.
1918.

Pupil of State home teachers, newly deaf-blind, preparing materials for blind weavers in Commission's shops.

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Publication of this Document
approved by the
Supervisor of Administration.

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The Commonwealth of Massachusetts.

Commission for the Blind.

James P. Munroe of Boston, *Chairman*, . . . Term ends 1917.
Miss Annette P. Rogers of Boston, ... Term ends 1919.
Mrs. William W. Taff of Brookline, ... Term ends 1920.
Walter B. Snow of Watertown, *Secretary*, . . . Term ends 1921.
Edward E. Allen of Watertown, ... Term ends 1918.

Regular meetings of the Commission are held on the second and fourth Wednesdays of the month, at 3 Park Street, Boston.

Telephone, Haymarket 831.

Private branch exchanges connecting central office and the Cambridge workshops, listed under Massachusetts Commission for the Blind. Office, Haymarket 831, and Industries, Cambridge 5753.

Agents.

Lucy Wright,[1] *General Superintendent.*
Charles B. Hayes,[2] *General Superintendent.*
Jessie E. Catton,[3] *Acting General Superintendent.*
Charles W. Holmes,[4] *Superintendent of Training and Employment for Men.*
Lotta S. Rand, *Superintendent of Training and Employment for Women.*
Henry Copley Greene,[5] *Field Worker for Conservation of Eyesight.*
Ellen C. Yancey,[6] *Field Worker (supervising).*
Amy M. Hamburger,[7] *Field Worker (supervising).*
Florence W. Birchard,[8] *Special Field Worker.*
Edith R. Gale, *Field Worker.*
Ida E. Ridgeway,[9] *Special Field Worker.*

[1] On leave of absence from February 1 to June 1; resigned July 31, 1917.
[2] Since Oct. 24, 1917.
[3] Employed from Feb. 1 to May 31, 1917.
[4] Blind.
[5] On leave of absence since April 1, 1917.
[6] Resigned May 1, 1917.
[7] Appointed September 1; resigned Dec. 19, 1917.
[8] Part-time worker.
[9] Full-time worker; half of salary paid by Perkins Institution.

James T. Cole, *Superintendent of Cambridge Industries.*
H. Frances Lewis, *Manager, Woolson House Industries.*
George S. Mansfield, *Sales Agent.*
Helen F. O'Leary, *Accountant.*

I. Central Office.

The central office is located at 3 Park Street, Boston.

Applications may be made at the central office: (1) for information in regard to the various general and special agencies already organized which may be utilized for the benefit of the blind; (2) for home teachers' instruction; (3) for employment; (4) for educational and industrial aid; (5) for the sale of products; (6) for the co-operation in care of children's cases not already provided for by the Nursery for Blind Babies and the Perkins Institution; and (7) for information and co-operation in non-medical work for prevention of blindness and conservation of eyesight.

II. Employment.

There are three general divisions into which the possibilities of employment of the blind naturally fall: (1) among the seeing, either along professional lines, in offices, in shops or otherwise; (2) in shops for the blind; (3) in home industries or individual occupations.

Applications for employment will be carefully considered and every effort made to secure suitable work for the applicant. In the first case, personal effort of one of the Commission's representatives will be made on behalf of the applicant. In the second, a position will be secured when possible in some workshop for the blind. In the third, suitable training may be provided by the Commission, at its discretion and under such conditions as it shall determine. (See "Shop Schools and Industrial Classes.")

III. Salesroom for Home and Shop Products of Blind Labor, 3 Park Street, Boston.

All articles made in the home must be submitted for inspection and must come up to reasonable standards as regards style and workmanship. Original applications for the consignment of home work should be made at the Commission's office.

Florence Cummings, *Agent.*

IV. Cambridge Industries.

James T. Cole, *Superintendent.*
Marie H. Manseau, *Clerk.*

Cambridge Rug and "Wundermop" Shop, 686 Massachusetts Avenue, (Central Square).

Hubert Durdle, *Manager.*
Helen F. Morton,[1] *Head Clerk.*
K. R. Smith,[2] *Foreman, Mop Shop.*
John Pendergast,[2] *Mop Agent.*

Broom and Basket Shop, 13 Brookline Street, Cambridge.

A. L. Curado, *Manager.*
L. W. Kilbourn,[2] *Clerk.*
Michael E. Mitchell, *Foreman, Broom Shop.*
William A. Wojcik, *Foreman, Basket Shop.*
Edwin D. Stickney,[2] *Canvasser.*

V. Woolson House Industries.

Woolson House Industries for Women, 277 Harvard Street (corner of Inman). Hand-weaving, chair reseating, etc.

H. Frances Lewis, *Manager.*
Eleanor Yancey, *Assistant.*

VI. "M. C. B." Shops.

Charles W. Holmes,[2] *Superintendent.*

Pittsfield. — 30 Eagle Street.

Henry Wills,[2] *Managing Foreman.*
Nelson A. Foot, *Clerical Assistant.*

Lowell. — 159 Moody Street.

W. Norman Scott, *Manager.*
Henry G. Burke,[2] *Foreman.*

Worcester. — 194 Front Street.

M. D. Fitzgerald, *Manager.*
Daniel Scott,[2] *Foreman.*

Fall River. — 28 Borden Street.

Joseph A. Dennis, *Manager.*
Lawrence P. Mannix,[2] *Foreman.*

Mattress making, chair reseating and broom making are the chief industries of these five shops, which employ only men.

[1] Resigned May 17, 1917.

[2] Blind or partially blind workers.

VII. Shop Schools and Industrial Classes.

Instruction in chair seating and mattress making is given to a limited number of pupils, with a view to home or shop employment in these industries; also in rug, mop, broom making, willow-ware making and in art fabric weaving, as vacancies occur in the various workshops and as the business expands.

VIII. State Home Teachers.

John Vars.[1]
Lillian R. Garside.[1]
Edward Schuerer.[1]
Mary E. Roberts.[1, 2]
Mary F. Grieve.[1, 2]

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[1] Blind or partially blind workers. [2] Part-time workers.

REPORT.

To His Excellency the Governor and the Honorable the Members of the Council.

GENTLEMEN: — The Massachusetts Commission for the Blind begs leave to submit the following report covering the fiscal year ended Nov. 30, 1917.

EFFECT OF THE WAR UPON WORK OF THE BLIND.

The entrance of the United States into the war, and the focusing of public attention, as never before, upon the problems arising from the crippling of large numbers of men in the prime of life, gives special significance to the work of those who, like this Commission, have been studying for a number of years the special handicap of blindness. It is to be hoped, of course, that the experience of the United States will be that of Canada, where thus far the number of men returning blinded from the war is comparatively very small indeed; but it is the part of prudence to make preparation for the return of blinded soldiers in considerable number, and to begin at once a study of the nature of this possible problem, especially in so far as it will involve departures from established procedure in the matter of men blinded through disease or industrial injury. It is fervently to be hoped that this problem can be fully met by utilizing the resources of existing institutions for the blind, but it may involve the creation of new facilities, and even if this proves not to be the case, the special character of the men blinded in war service and the extraordinary conditions under which their handicap was brought about involve immediate study of this as a new and special problem. To that study the Commission is already turning its attention, confident that the Commonwealth will wish to co-operate in the fullest measure with whatever plans for the care of blinded soldiers and sailors the Federal government may make.

War conditions have had their effect upon the work of the Commission as upon every other activity. The rising cost of living, the cutting down of household expenditures, the turning

of men's attention towards amelioration abroad rather than at home, — all have had their influence in putting a new face upon many of the old questions before the Board. Its meetings, moreover, have been more or less disarranged by the chairman's absence, in Washington, for a considerable part of his time, on business of the Federal government; by the transfer, probably for the period of the war, of Mr. Greene's activities to France; and by the resignation in July of Miss Lucy Wright to accept the position of associate director of the School of Social Work. Miss Wright has been with the Commission ever since its establishment; for one and one-half years before that date had been in the employ of the Commission to Investigate the Condition of the Blind; and since the resignation of Mr. Campbell, in 1910, had been general superintendent. A graduate of Wellesley, a serious student of the general problems of social work, and a specialist upon questions of the handicapped, Miss Wright brought to the work of the Commission a valuable experience, and gave to that work the whole of her thought and energy. Especially was she successful in bringing about co-operation among all the State and private agencies having anything of value to contribute to the problems of blindness, and in co-ordinating the various aspects of that problem into a forward-looking and forward-moving plan. The Commission and the State are under lasting obligation to her for the work which she has done.

APPOINTMENT OF NEW GENERAL SUPERINTENDENT.

On October 24 the Commission appointed to the position of general superintendent Mr. Charles B. Hayes, formerly of Massachusetts, but at the time of his appointment director of the Exchange and Training School for the Blind of Brooklyn, N. Y. For the past five years he has been in Brooklyn, N. Y., where he organized the Brooklyn Exchange and Training School for the Blind, and directed the work for the blind of the Brooklyn Association for Improving the Condition of the Poor. Mr. Hayes has been a special student of the School of Philanthropy, Columbia University, and he was first in organizing a course of lectures at Teachers' College, Columbia University, on the education of the adult blind. Mr. Hayes is entering

upon his new duties with keen interest and zeal, and it is confidently anticipated that his work will be of high value to the Commission and to the blind of the State.

PROPOSED LEGISLATION.

The Commission has submitted to the Legislature a bill relative to the instruction of the adult blind at their homes. This bill provides an increase of $1,500 in the appropriation for this work, to cover additional expenses, as follows: —

Increase in cost of salaries, allowing the employment of two teachers full time who are now employed one-half time,	$680 00
Bread and butter increase for three teachers,	300 00
Increased travel expense,	335 75
Increased cost of services of guides,	166 25
Increased cost of incidentals,	18 00
Total,	$1,500 00

The bill is as follows: —

An Act relative to the Instruction of the Adult Blind at Their Homes.

Section 1. Section one of chapter two hundred and one of the general acts of the year nineteen hundred and sixteen is hereby amended by striking out the words "not more than six thousand dollars", in the third and fourth lines, and inserting in place thereof the words: — seventy-five hundred dollars, — so as to read as follows: — *Section 1.* The Massachusetts commission for the blind may provide for the instruction of the adult blind at their homes. The commission may expend annually for this purpose seventy-five hundred dollars, and shall include with its other estimates of needed appropriations a detailed estimate of the proposed expenditures.

Section 2. This act shall take effect upon its passage.

PREVENTION OF BLINDNESS AND CONSERVATION OF EYESIGHT.

Owing to the absence of Mr. Greene on war service abroad, and to the fact that her many other duties made it impossible for Miss Wright to devote to this work as much attention as she would have wished, this part of the work of the Commis-

sion has not been so actively pushed this year as heretofore. It is gratifying to note that the work begun seven years ago, mainly in Massachusetts and New York, which had as its main purpose the enforcing of existing statutes and the passing of new legislation tending to prevent needless blindness, and the arousing of the public and of industry to the possibilities of conserving eyesight, has already begun to bear substantial fruit. The percentage falling-off in admission to schools for the blind of children made blind by ophthalmia neonatorum is so marked as to encourage belief that the campaign in that direction has had its effect; and the saving of eyesight due to better appreciation, on the part both of those in charge of industry and of those responsible for public hygiene, of the possibilities of preventing blindness shows also a substantial gain.

SIGHT-SAVING CLASSES.

An important factor in preventing blindness is the conservation of eyesight in those having serious defects of vision. Chief among such preventive measures is the conserving of eyesight among children of school age by teaching them in such a way as to relieve the eyes of all needless strain. For five years, therefore, the Commission has been making studies in various cities of Massachusetts among children with seriously defective sight, and has been urging the creation of special classes in the public schools where the number of such handicapped boys and girls makes it possible. Three such classes are now in existence in Boston, one in Cambridge, one in Lynn and one in New Bedford. These classes have a total membership of 78.

Thus far the Commission has dealt with 919 children with seriously defective vision. In the great majority of these cases the fitting of the eyes with proper glasses, or proper medical treatment, has restored them to normal usefulness in society; but of the remainder, those who are being cared for in special classes are but a fraction of the children in the Commonwealth, handicapped by defective vision, who should have special attention. Every effort should be made to induce all cities to establish one or more sight-saving classes, and the State as a

whole should deal educatively with those boys and girls living in scattered communities where the creation of such special classes is practically impossible.

HOME TEACHING.

Experience of the past year has proved the inadequacy of the appropriation for the instruction of the adult blind at their homes, provided by chapter 201 of the General Acts of 1916, which allowed $6,000 for this purpose. We are accordingly recommending to the Legislature a change in the bill, allowing an increase of $1,500 in the appropriation (see page 11). For report of the expenditures for the past year, see page 19.

We are indebted to Miss Lucy Wright, former general superintendent of the Commission, for the special report on State Home Teaching for the Adult Blind, covering the period 1901–16 (see pages 25–39), which she has written since severing her connection with us.

The following summary for the thirteen months ending Nov. 30, 1917, was compiled on the same basis as in previous years by Mr. Vars, superintendent under the previous form of organization: —

Home Teachers.

Statistical Report for the Thirteen Months from Nov. 1, 1916, to Dec. 1, 1917.

Pupils' statistics: —

Number of pupils enrolled Nov. 1, 1916,	169
Number of new cases taken on during the time,	71
Number of old pupils returning for more help,	20
Total enrollment,	260
Number of pupils finishing work,	96
Number of pupils enrolled Dec. 1, 1917,	164
Amount of money earned by pupils during this time,	$712.68

Teachers' statistics: —

Number of calls made by them during the thirteen months,	2,183
Number of lessons given,	2,689
Number of letters written,	835
Number of post cards written,	753
Number of hours spent in preparation,	2,540
Number of hours given to teaching,	2,998
Number of hours devoted to travel,	3,472
Number of miles traveled,	31,553

EMPLOYMENT IN SUBSIDIZED SHOPS.

Cambridge Industries.

Rug and Mop Department.

The manufacture of the Cambridge rug has been seriously hampered, first, by the difficulty of securing many of the colorings heretofore used; and secondly, by a widespread depression in the rug market. It has been possible, however, to keep men employed on the so-called "hit or miss" rug, a cheaper product made from the by-products of other textile manufactures.

The Wundermop, on the contrary, has experienced a remarkably good year, and these mops are now being used by some of the largest industries in the country, and in a number of Federal, State and city buildings. An analogous industry which has been developed during the year is that of producing a dish mop which was invented by Mr. Pendergast, a blind man, and which has several points of advantage.

Broom Department.

The demand for brooms has been exceptionally good, and it has been possible to employ five additional blind men, and to put still others in training. An additional power stitcher, run by a totally blind operative, has been installed, as have also power-winding machines.

Willow Department.

The willow department is showing a healthy growth, and will be developed as rapidly as the demands of the market permit. Not only does this industry provide a large amount of employment on a comparatively small capital, but it has also been found possible to extend employment by using blind men to plant and weed the willows, as well as to cut and peel the branches when of sufficient size for weaving.

"M. C. B." Shops.

While the renovating of mattresses brings in, doubtless, the best return to the blind men hand workers, it has been practically impossible to secure such mattresses in sufficient number

Assembling dish mops.

to keep more than one man in each shop employed. Moreover, while it has usually been found possible to keep the shops supplied with chairs for recaning, the sources of such supply are scattered and irregular, and not every man or woman can be taught to be a successful caner. For brooms, on the contrary, there are large marketing possibilities, and almost every type and age of blind man can be taught to carry on some process in broom manufacturing. Therefore it has been decided to install broom machinery in Worcester and in Lowell, and to increase the broom output, as far as the local market will warrant, of Pittsfield and Fall River. To the former shop has been transferred the making of the special patented street broom heretofore produced, more or less spasmodically, at Cambridge, and to that shop also has been transferred the supply of cane, which for a number of years has been sold to home workers at cost price.

Woolson House Industries for Women.

There have been produced in the Woolson House shop during the year 1,800 woven articles, and one deaf-blind worker has made 43 braided rugs, some 9 feet in length. The six women caners have averaged 215 chairs apiece, the bulk of their work having been done for some of the larger Boston restaurants, which regularly send their work to Woolson House.

THE SALESROOM.

In the salesroom at 3 Park Street, Boston, are mainly sold the products of the Woolson House shop, together with the wide variety of articles made by blind men and women in their own homes. The standards of workmanship are kept very high, and every article is sold on its merit and not on any basis of charity or sympathy. Consequently, it is gratifying to observe a steady increase in the sales, and to note the development of regular customers from all sections of the country.

In an effort to give wider opportunity for blind women to earn money, sales were held during the summer at a number of summer hotels, and generous friends of the Commission opened their houses for special selling. The need for earning on the part of women is so great that one of the chief studies of the

Commission is as to how the admirable products of the home workers and of those in the Woolson House shop can be brought to the attention of more persons who, did they know of the opportunity, would be glad to purchase products of such sterling merit.

EMPLOYMENT IN COMPETITION WITH THE SEEING.

The field worker for this type of employment reports that she has been in touch with about 100 persons; that she has visited more than 50 factories, seeking opportunities for such employment; and that 43 men and women have been given during the year permanent or temporary work, — 4 in piano factories, 5 on farms, 11 in housework, and others in varied employments ranging from tag-stringing to operation of the dictaphone. In addition to these 43, help of one sort or another in securing employment has been given to a number of others.

EMPLOYMENT BUREAU.

The agent in charge of this department reports that "never before has he had fewer unfilled applications in hand than at the close of this year." He states further that "this is probably due to two principal causes, — first, the growth of the broom and willow departments in the Cambridge shops, . . . and second, the condition of the labor market," which has quickened the demand, especially for the partially blind, and has therefore enabled a number to find employment without recourse to the Commission.

FINANCIAL REPORT.

Following is the financial report of the expenditure of the appropriation for general expenses, the receipts and expenditures of the industries (the Cambridge shops and salesroom), and the expenditure of the appropriation for the instruction of adult blind in their homes. The total of appropriations for the year ending Nov. 30, 1917, was $91,670.36. Through these appropriations the blind were enabled to earn during this period, $63,108.40.

Broom stitching on power machine.

Disbursements Dec. 1, 1916, to Nov. 30, 1917, from Appropriation for General Expenses.

Items.	Total.	Administration.	General Industrial and Educational Aid.	Pittsfield Shop.	Lowell Shop.	Worcester Shop.	Fall River Shop.
Salaries and wages: —							
Seeing,	$11,965 32	$10,243 46	–	$242 70	$240 00	$241 50	$997 66
Blind (regular wages, commissions, etc.),	14,647 08	2,359 21	$15 28	3,364 93	2,841 36	2,277 23	3,789 07
Bonus to blind,	1,193 48	–	1,193 48	–	–	–	–
Board of apprentices and pupils,	1,012 43	–	1,012 43	–	–	–	–
Merchandise and tools furnished,	16,398 26	–	493 70	3,491 30	2,583 78	2,190 69	7,638 79
Equipment,	856 05	338 10	22 00	59 50	138 50	98 00	199 95
Traveling,	1,451 52	1,302 69	148 83	–	–	–	–
Tuition in special schools,	807 34	–	807 34	–	–	–	–
Rent, including heat, light, etc.,	4,380 74	2,481 12	–	543 74	435 58	418 25	502 05
Services of guides,	3,864 49	344 00	3,520 49	–	–	–	–
Incidental expense,	5,303 06	1,644 86	20 71	916 42	953 24	816 80	951 03
	$61,879 77	$18,713 44	$7,234 26	$8,618 59	$7,192 46	$6,042 47	$14,078 55
Refunds on equipment, $55 00	22,048 56	–	55 00	–	–	–	–
Amounts paid from revenue, 21,993 56		–	–	5,055 05	3,970 56	3,336 90	9,631 05
Total,	$39,831 21	$18,713 44	$7,179 26	$3,563 54	$3,221 90	$2,705 57	$4,447 50

Home Work Department.

Disbursements.		*Receipts.*	
Merchandise purchased,	$1,091 31	Home work stock, special sales,	$613 52
Wages to blind — manufacturing,	831 30	Home work stock, salesroom,	1,366 75
Commissions to blind,	15 55	Home work consignments, special sales,	323 81
Payments to blind consignors,	885 03	Home work consignments, salesroom,	631 36
Wages to seeing — manufacturing,	2 00	Commission on dolls,	1 75
Wages to seeing — operating,	3 75		
Items of general expense,	256 46		$2,937 19
	$3,085 40		

Revenue in Local Shops.

Dec. 1, 1916, to Nov. 30, 1917.

Pittsfield shop,	$5,083 27
Lowell shop,	4,043 24
Worcester shop,	3,427 49
Fall River shop,	9,968 67
	$22,522 67

Industrial Department.

Receipts.

Appropriation from State,	$45,714 20
Income from finished products,	128,186 02
Income from chair reseating,	2,228 69
Income from rattan (cut),	5,852 06
Income from mattress renovating,	48 84
Income from sales of materials,	6,042 49
Samples distributed for advertising,	85 36
Commissions on dolls,	2 07
Sales of equipment,	64 13
Interest on bank deposits,	67 36
	$188,291 22

Disbursements.

Merchandise purchased,	$105,587 46
Purchases for equipment,	1,652 79
Blind labor on goods manufactured,	32,171 40
Seeing labor on goods manufactured,	4,606 09
	$144,017 74

General Operating Expenses.

To blind: —			
General operating and janitor work,		$7,600 45	
Commissions and royalties,		2,519 16	
		$10,119 61	
To seeing: —			
General supervision, accounting, etc.,		14,919 16	
Rent,		6,738 50	
Incidental expenses: —			
Extra cleaning,	$73 71		
Express, freight and teaming,	5,756 93		
Laundry,	40 71		
Postage,	243 09		
Power,	349 42		
Repairs and improvements,	996 29		
Sundries,	233 54		
Supplies,	2,713 91		
Printing,	518 14		
Travel,	947 91		
Telephone and telegrams,	45		
		11,874 10	
General telephone service,		579 28	
			44,230 65
			$188,248 39
Gain on inventories,		$4,727 85	
Gain on valuation of plants,		872 36	
			5,600 21
			$182,648 18

Assets.

Cash,		$2,741 31
Accounts receivable: —		
General,	$24,461 38	
Salesroom,	1 89	
Old salesroom account,	68 20	
Adjustment schedule,	53 81	
Special,	104 50	
		$24,689 78

Inventories: —		
Broom shop,	$6,760 48	
Dish mop,	378 02	
Mop shop,	4,098 03	
Oriental rug,	67 00	
Rug shop,	16,359 64	
Willow shop,	1,045 38	
Woolson House industries,	4,311 06	
		$33,019 61
Equipment: —		
Broom shop,	$3,672 80	
Equipment for experiments,	217 75	
Mop shop,	1,007 15	
Rug shop,	1,423 49	
Salesroom,	511 16	
Willow shop,	267 68	
Woolson House industries,	824 75	
		7,924 78
		$68,375 48

LIABILITIES.

Accounts payable,	26,519 89
Net assets Nov. 30, 1917,	$41,855 59
Net assets Dec. 1, 1916,	$36,467 34
Appropriation for industries, $45,714 20	
Amount advanced to home work department, 254 79	
	45,459 41
	$81,926 75
Less net assets Nov. 30, 1917,	41,855 59
	$40,071 16

Appropriation to provide for the Instruction of the Adult Blind in their Homes (General Acts of 1916, chapter 201; Special Acts of 1917, Chapter 167).

DISBURSEMENTS DEC. 1, 1916, TO NOV. 30, 1917.

Services of instructors (blind),		$3,244 95
Services of clerks,		49 75
Services of guides,		841 25
Traveling expense,		1,606 63
Materials for pupils,		252 48
Items of general expense: —		
Postage,	$56 88	
Supplies,	32 07	
Telephone,	25 90	
Printing,	12 99	
Sundries,	2 05	
		129 89
		$6,124 95

INDUSTRIAL SUMMARY.

The following industrial summary gives a relative idea of the growth of the work and the cash returns to the blind: —

Year.	State Appropriation.	Number reached.	Number materially benefited.	Number given Industrial Training.[1]	Number benefited by Home Teaching.	Number employed regularly in Commission's Shops.[2]	Earnings of Blind in Commission's Shops (Salesroom and Staff).	Total Sales.
1906–07, . . .	$40,000 00[3]	698	464	57	–	68	$8,353 82	$12,612 97
1907–08, . . .	40,000 00	676	392	77	–	84	13,769 98	18,754 79
1908–09, . . .	45,000 00	784	380	40	–	86	19,502 52	34,669 40
1909–10, . . .	45,000 00	818	400	39	–	96	25,050 53	53,029 50
1910–11, . . .	50,000 00	876	464	42	–	90[4]	29,544 92	67,331 98
1911–12, . . .	57,781 04	2,081[5]	584	28	–	99	35,183 17	54,592 56[6]
1912–13, . . .	65,000 00	1,149	600	26	–	112	40,543 33	55,556 24
1913–14, . . .	67,000 00	1,695	750	20	–	113	42,205 55	50,737 43
1914–15, . . .	67,005 45[7]	1,847	800	22	–	113	45,010 04	75,671 06
1915–16, . . .	71,210 23	2,363[8]	1,043	32	–	132	50,350 82	88,692 18
1916–17, . . .	91,670 36	2,007	1,046	18	246	143	63,108 40[9]	161,773 72[10]

[1] Number trained is determined largely by prospects for employment under supervision, and is no indication of number needing training.

[2] Part-time workers have been averaged for full time and added.

[3] State appropriation July to Nov. 30, 1906, amounted to $20,000.

[4] Decrease due to change in plan of using blind agent.

[5] Includes 839 unchecked additions from Federal Census of 1910.

[6] Actually an increase, since brooms have been transferred to general account, and material manufactured that was not purchased.

[7] Not including appropriation for instruction of adult blind in their homes.

[8] Not including unchecked additions through State Census of 1915.

[9] Including salaries paid to State home teachers.

[10] Receipts at local shops included in this figure.

SUMMARY OF ACTIVITIES, DEC. 1, 1916, TO NOV. 30, 1917.

Numbers.

The Commission has registered, during the fiscal year 1916–17, 2,007 persons, 461 of whom were reported for the first time. Special service has been rendered to about 1,046 individuals, many of whom have been helped in several ways, as follows: —

1. Training has been given or expenses provided during training to 261
2. Regular employment has been given to or secured for . . . 152
3. Temporary work has been given to or secured for 40
4. Home industry, fostered by loans, equipment, use of canvasser, use of salesroom, etc., for 247
5. Shop industry or canvassing, fostered by provision of guide, to . 65
6. Information and advice of more than a passing nature about medical care, special education, occupations, relief, etc., has been given to 337
7. Reported to other agencies for blind, ... 210
8. Reported to general agencies, ... 179
9. Recreations, symphony and other concerts, outings, vacations, etc., have been given by others through the Commission to . 348

For the reasons already referred to in this report, and because of continued attacks from certain groups inside and outside the Legislature upon the way in which the Commission and its agents are discharging the duties placed upon them, the year has been somewhat difficult, although lightened by the generosity of the Legislature of 1917 in providing more amply than heretofore for the pressing needs of the blind. Criticism has been more than offset by the hearty co-operation of most of those at the State House; by the continued assistance of the many agencies throughout the State which from the beginning have worked hand in hand with the Commission; by the reasonableness of most of the blind of the State in appreciating the unavoidable difficulties which beset those trying to make full and fair provision for a large body of handicapped persons; and by the helpful spirit of the employees, who this year, as from the beginning, have shown a "team-work" spirit most gratifying to, and most deeply appreciated by, the members of the Commission.

Respectfully submitted,

JAMES P. MUNROE,
ANNETTE P. ROGERS,
AGNES C. TAFF,
WALTER B. SNOW,
EDWARD E. ALLEN,
Commission for the Blind.

SPECIAL REPORT.

Blind workers for the blind. Massachusetts State home teachers. Taken at Perkins Institution, at the State Conference of Workers for the Blind, 1914.
(From left to right, standing, Miss Garside, Miss Grieve, Mrs. Roberts; sitting, Mr. Vars, Mr. Schuerer.)

STATE HOME TEACHING FOR THE ADULT BLIND, MASSACHUSETTS, 1901–16.

LUCY WRIGHT, FORMERLY GENERAL SUPERINTENDENT.

If we were to classify State home teaching of the adult blind, in a general way, outside the particular field of work for the blind, we should probably best classify it in the field of occupational therapy, and name it "curative occupations in the home for persons permanently handicapped by blindness." It is important to think of this at the start, for only by some such classification can the work of home teaching be fairly estimated. Like many other phases of work for the blind, it cannot and should not be expected to stand up under economic tests. Its values are first of all therapeutic values, though, as the record of work shows, it has other and many-sided results. This main purpose, the need for which was understood only in part at the outset of the work, has become clearer and clearer in the course of the last ten years. During the four years of the war, in the treatment of disabled soldiers "occupational therapy" has crystallized out as the first step in re-education, and is now seen to have been admirably illustrated for years by the work of State home teaching for the adult blind in Massachusetts. In hospital, convalescent camp or private home the principles, methods and results remain the same. For some, home teaching is the means by which, as the "English Quarterly" has it, they are "recalled to life," — to active life. For others, it is the means of providing the relief of occupation in chronic invalidism. Only by tests appropriate to work of this type can we estimate the true values of the work of our State home teachers and formulate plans for its further development.

Let us see, then, what the home teachers of Massachusetts have to report. Measured by figures, the least satisfactory way of recording work of this caliber, we have the following fifteen-year summary, prepared by Mr. Vars: —

State Home Teaching for the Adult Blind, Fifteen-year Summary, 1901–16.

Number of persons visited,	1,560
Number receiving instruction,	1,243
Number declining instruction,	317
Old pupils returned for further help,	220
Number completing work (training),	1,104
Money earned by pupils,	$5,203.03
Number of calls made by teachers,	17,303
Number of lessons given,	30,059
Number of letters written,	8,729
Number of cards written,	12,053
Number of miles traveled,	638,394
Number of hours of preparation,	20,413
Number of hours of home teaching,	37,093+
Number of hours of traveling,	55,426
Total hours of service, — preparation, teaching, traveling,	122,059

In general, this simple summary speaks for itself. The number of hours spent in "preparation" perhaps needs explanation, and is best understood when the nature of the lessons is taken into account. Home teaching in Massachusetts includes not only the teaching of reading and writing of raised types, and of typewriting, but of simple manual processes, including reseating of chairs, crocheting, knitting, machine and hand sewing, basketry and other hand work. A part of the work of the home teacher is "to keep ahead of the game," by himself learning new processes and new articles or designs for which there is a market. The home teacher has had, also, the task of arranging for purchase of materials at favorable rates for pupils, of actual purchasing of materials for pupils in remote districts, or for those blind persons having no one to do errands for them. All of this work, together with the clerical work necessary to records and reports, and the constant change of appointments for lessons, due to the temporary or permanent invalidism of pupils, is accounted for under "preparation."

In this brief report it will be impossible to do more than characterize the work by illustration of types of need met through home teaching. These fall into the general classes of needs of temporary and needs of permanent invalids.

A business man, suddenly blind, in active life is a temporary invalid until he finds his "way out" in active business again.

An able-bodied man of forty-five, in an almshouse where he has drifted solely because he has been overtaken by blindness, is a temporary invalid until he finds "a way out" into industry.

A blind man confined to the house by chronic illness other than blindness and having an active mind and skillful hands, desperate for occupation as long as he lives, represents the permanent invalid.

A young woman of limited mentality, who is to live her life out in an institution, and has even a tolerable degree of skill with her hands, though not enough to compete with first-class workers, represents the permanent invalid for whom occupation must be provided for years, with supervision and often re-teaching.

A woman, on the other hand, even though she is aged, who needed only to learn raised types and the use of the typewriter to set her free for active intellectual and literary life is one of the temporary invalids only.

A complete analysis of the records of home teaching for the first fifteen years, to show the proportions and varieties in the work accomplished along these and many other lines, is greatly to be desired, not only for the service of Massachusetts, but of other States, and for the sake, too, of lessons learned by the home teachers of Massachusetts that might be embodied in form helpful to workers in any field of curative occupations.

Following is a graphic example of the place home teaching has taken, from his own point of view, in the life of an active business man: —

For your information, I was born in Winn, Me., May 7, 1868. At the age of five my parents removed to Boston. I went through the graded schools in that city and was graduated from the English High School in 1885. In the late fall of that year I secured my first position as errand boy for a large oil and grease house. I worked for that firm twelve years, ten of which I traveled on the road for them. Then I went with a large New York dye firm of German connections. From the start as errand boy I went ahead from salesman to head salesman, and so on up to president and then treasurer and general manager of the concern with whom I was associated at the time I lost my sight. This occurred eight years ago in the wicked hot spell we had in the month of June, and was due to overwork.

The next two years after losing my sight was spent in trying to get well and seeing who would get the most of my money. Then I came under the care of the home teachers for the adult blind, as represented by yourself [Mr. John Vars].

My money was nearly gone, and my friends were quite sure that there was nothing that I could do but to peddle on the streets and rebottom chairs. You came to teach me how to use my hands. You recall what a mess I made of this sort of work. You also recall how you suggested to me that I try my old business. This was impossible, as I thought I could not do anything in the color business without eyes, so we thought out how I might try to do something in my boyhood's line, — that of oils and supplies.

It is now about six years, not quite, since I started out in this effort. You have been with me constantly since that time; you have witnessed my struggles; you have encouraged me with your confidence that I would succeed; and you know what an effort it has been.

You know now that I have succeeded beyond our real dreams. I have built me a fine house in that time. This house cost $5,700, including the land. I have quick assets now of nearly $6,000, and my credit is the highest that can be had, considering the amount of capital I allow to stay in my business.

I have weeded out all the unreliable firms in my line of business and handle only goods of the highest quality. This my trade know and they trust me to buy for them. It is seldom that any of my trade ask me for a price on anything that I handle; they trust me to get it for them.

If my business keeps on the way it is now doing, I shall have invoiced $50,000 worth of goods from this office this year (1917), and this amount yields a mighty handsome income. All this I attribute to the influence of the home teachers for the adult blind, represented by yourself, as you are the only one that I know in this connection, and I have found you to be all that a poor down-hearted man can want to cheer and help him back to his feet again. You know how I feel about this, and that I am only too glad to lend a hand wherever I can, and try to help out as you have done.

If there is anything that I have left out, why you supply it, as you know all about my struggles as no one else can know.

Sincerely,

H. W. Phillips.

Such work as is needed at critical points in the lives of men and women overtaken by blindness can only be done by home teachers of unusual qualifications, — people of character, insight and experience. It is therefore as the main point of importance in any consideration of home teaching, the key to the movement, that we devote the rest of this report to a presenta-

tion of the staff of teachers whom Massachusetts has supported for more than fifteen years, coming and going, in every crack and corner of the State, where blindness has entered the home, and word of home teaching has been carried. In this brief report only the present staff will be described. It is earnestly to be hoped that the full history of this work may be separately published with record of the contribution of Miss Lydia Y. Hayes of the original staff, and with a complete analysis of principles and results of home teaching to date.

John Vars.

Mr. Vars, who was born in 1855 in Portsmouth, R. I., lost one eye at the age of four by accident. This eye was not removed, and the sight of the other gradually failed (through sympathetic ophthalmia, it is thought) until at the age of eight or ten he could no longer see colors.

In 1864 Mr. Vars entered Perkins Institution, where he spent a large part of eleven happy years. He chose the occupation of piano-tuner, which he followed after leaving school in 1876, until he tried, in succession, a periodical and piano store, a periodical and stationery store, and the laundry business, in which he found the best prospects. In 1901 he left this promising field at the request of Mr. Anagnos of Perkins Institution, to become superintendent of State home teaching in Massachusetts.

Mr. Vars is a man who is able to say at this point in his life: "I have no reason to complain of the amount of happiness I have gotten out of life, for I think I have enjoyed life as much as the average man, notwithstanding my handicaps, of which I have had others, as well as my loss of sight." In his own comments on home teaching he says one or two things more which best suggest the spirit in which he does his work: —

> The work of home teaching requires a knowledge of human nature and a tact that will enable the teacher to cope with all manner of characters and dispositions. We have always to remember that while we are teachers we have no real authority, and must allow our pupils to judge for themselves. We must remember that they are not children, but men and women who have reached maturity, used to directing, and not in the habit of being governed. At the same time, we do not want to forget

that in the matter of what they can best do without sight we certainly know much better than they what is best for them. . . . Why are teachers for the adult blind needful? Why cannot members of their families do for them what the teacher does? There are three answers to these questions. The most obvious reason is the want of knowledge on the part of those with sight of the possibilities of those not having it. Being so absolutely dependent upon their sight, as those are who are blessed with it, it appears to them impossible to do anything without it. . . . It is much easier to inspire faith in the sightless in their own ability than it is to educate the seeing to have confidence in them. . . . Another reason why the members of the family do not and cannot do for the one without sight is their inability to teach. It seems easy enough to show another how to do a certain thing, but it is quite another to be able to so explain how it is done that the person desiring to know may grasp the idea how to do it. . . . There is a third reason for the home teacher of the sightless which I regret to have to record. It is a lack of interest of other members of the family in the one without sight, which is often surprising. Many a sightless one would sit in idleness and gloom throughout life if it were not for the home teacher. . . .

The question has been asked in our legislative halls, why not employ seeing teachers in this work? They could be obtained for what it costs for these sightless teachers and their guides. To the uninitiated this is a natural question. It has been found, however, that a person without sight is much more successful in teaching the adult blind than a seeing teacher. . . . The sightless teacher can say, "You can do so and so, I know, because I can do it." Whereas, to be told by one who sees, that they can work without sight is apt to be received with incredulity. The teacher without sight can encourage the adult blind and help them over the hard places as no seeing teacher can do.

In appreciation of his wife's work, and apropos of his own relation to the work, Mr. Vars adds: —

Mrs. Vars began acting as my guide in certain portions of my territory several years before our marriage. Mrs. Vars, having a brother without sight, came to the work with an experience and knowledge of, and an interest in, those without sight which has added much to her value to it; and her earnest, patient, persistent efforts in behalf of the women have increased the writer's value to the work many fold.

The sixteen years and ten months that the writer has given to this work have been among the happiest of his life, and he hopes that they may not have proven unprofitable to those for whom he has labored. It is his hope that he may remain in the work so long as he is able and profitable to it.

Home teaching of reading raised types.

Mr. Vars is a man of cheerful, optimistic nature, and of truly religious character. He and his wife have given the State and the blind no measured service, and have poured forth the fullest and most cordial expenditure of their time and energy. They have worked without many conveniences and at a low rate of financial return. But for the supplementing of their resources by Perkins Institution, which has placed library, printing-press and home-teaching materials at their disposal, their service under the very limited State appropriation would have been greatly hampered for years.

Lillian R. Garside.

Miss Garside is the one of the present staff of State home teachers who, with Miss Lydia Y. Hayes, originated the work of State home teaching in Massachusetts in 1900. It is interesting to note that Mr. Anagnos in his instructions to them at the outset asked them, in addition to the regular teaching, to hold themselves in readiness to give "comfort and solace" to the extent of their power. All who know Miss Garside appreciate her rare gifts in this direction, and her whole life preparation seems to have fitted her peculiarly for an imaginative and inspiring quality of service. Even as a young child she was her mother's comforter and companion during her father's absence in the Civil War, and later during her mother's long widowhood, for her father was wounded and taken prisoner in the Battle of the Wilderness, long reported missing, and eventually died a prisoner. Miss Garside just remembers the return of the uncle who had been with her father in prison and who brought word of his death. She had her sight then and to the age of six, when an accident destroyed the sight of one eye. The sight of the other gradually failed, probably through sympathetic ophthalmia, until by the time she was seven her mother, upon the advice of Mr. Campbell (later Sir Francis), placed her as a pupil in Perkins Institution. There she spent nine happy, active years. She tells of her surprise and disappointment at the shape and size of the books, necessary with raised letters, and later of her delight in every sort of raised letters, — whether on bottles, jars, stoves or tombstones, — and of the adventures with both blind and

sighted schoolmates in which she gained so much freedom and joy.

After the years at Perkins School Miss Garside lived with relatives and friends, helping with housework, taking part in musical events, — for she is a sweet singer, — and sometimes giving music lessons. In 1884 she entered Framingham Normal School, where she graduated in 1886, valedictorian of her class. Her ambition was to teach the blind rather than the sighted, and after tutoring sighted pupils and serving as volunteer home teacher of the blind, she was in 1900 appointed a State home teacher. The spirit in which Miss Garside does her work is best suggested by her own words: —

> The strongest point of our work is, I believe, that we give our pupils something to think about beside themselves and their affliction. We visit them in the hope of teaching them some new occupation. But even when we fail in this, other good results may be accomplished. The mere fact that, although blind, we go about daily visiting unfamiliar places, going up and down strange and difficult stairways, getting off and on all kinds of cars, and visiting and meeting new people, — all this makes a deep impression, and gives hope and courage. This is especially true with those, of whom there are many, who are ignorant of the possibilities of blind people. Many of these people are timid or embarrassed about going about, and persistently keep to the house. If we can induce them to go out, they are sure to find pleasure in doing so, and are glad to find that life can still hold joy for them, which they supposed had gone forever. They are naturally incredulous when we tell them that we enjoy the theatre, or like amusement; also when we tell them of those who are "doing their own housework." But the time comes when they become eager to see what they themselves can do, and then comes the satisfaction of feeling that our work is worth while. . . . We most earnestly desire to teach these people something that will keep them busy, and when there is need, as frequently happens, something which will enable them to earn money, be it ever so little. But most of all, we desire to help them to become normal human beings as far as possible.
>
> That there is much real heroism among these people [pupils] cannot be doubted by any one who has worked with them; . . . poverty linked with blindness is a combination almost beyond bearing. Who can understand, who has not experienced it, what it means to an active man or woman to be deprived of the sense on which so much depends? In most cases the earning capacity is reduced to a minimum, and the dependence on other people is almost overwhelming. Many are forced to spend a large portion of their lives within doors, and I have known of more than one instance in which a letter had to be kept for several days unread because there was no one to read it to the recipient.

Home teaching of knitting.

In appreciation of her friend and guide, Miss Puddefoot, she says: —

She is not only my guide but my assistant in every way. The pupils are quite as devoted to her as they are to me, and why should they not be, for she stops at nothing. She has done innumerable errands, written and read letters, and even cooked meals for the poor and sick. . . . It has happened in a few cases that at the first call Miss Puddefoot has been excluded from the room, the pupil being sensitive to her own condition and thinking that she would feel freer to be alone with the blind teacher. But invariably the ban has been removed at the second call.

Of her pupils she says: —

I do not wish to give the impression that all these people are without hope or courage when we visit them. More often the ones to receive inspiration and courage from them are ourselves, when we see how bravely and how wisely they have met the calamity which has overtaken them.

Of herself she says: —

I trust as long as I live I shall be able to continue serving in one way or another.

Edward Schuerer.

Mr. Schuerer has been in the home-teaching service since 1902. He was an orphan from the age of eleven, living with an uncle in Connecticut, attending public school and later working until, at the age of fifteen, eye trouble developed, and after treatment and operation he came from the hospital blind.

It is easy to believe the report that a more despondent and downcast youth was never seen at the Perkins Institution than this boy of sixteen, — an orphan, sensitive to his dependence upon relatives and friends and newly blind. He had, however, nine good years at school, and after that not long to wait for permanent employment. He completed his postgraduate course at the school in June, 1902, and was regularly employed as home teacher beginning that fall.

In entering upon his work in Springfield, a stranger in a strange city, Mr. Schuerer had an ordeal in finding a boarding place. In one case the boarding mistress explained that his affliction wore upon the sympathies of her boarders to such an extent that she felt obliged to ask him to leave. Others dreaded

taking a blind person to board or room, fearing they would have to feed and dress them, such was their ignorance of what a blind person can do. That he was really a desirable boarder is clear, for he presently found a place where he remained eleven years, and where, besides, his musical and other gifts were welcomed and appreciated.

Mr. Schuerer does not minimize the difficulties under which the blind labor. He has rather learned to face them and help others to face them cheerfully. He emphasizes "the mental and nervous strain under which self-respecting and self-reliant persons are compelled to labor in order to become as nearly independent as possible with the obstacle of blindness ever in their way." He brings out the point that among the blind "mental stagnation is the cause of unrest and nervousness." He says: —

> I had a pupil who would not move out of the house. I encouraged him to walk from the house door to the front walk, then to the next corner, and so on, until to-day he is traveling all over the city alone. While he was learning to travel around he was also learning to reseat chairs, and by the time he had mastered chair seating sufficiently to take in work he had also learned to find his way around that section of the city in which he lived. So he began at once to collect and deliver his work, and to-day he is one of the busiest men in the city.

Mr. Schuerer also writes: —

> There are others well provided for, financially, whose lives are anything but agreeable and whose isolation is due to their unwillingness to be reconciled to their affliction. I try to impress upon such persons the fact that if they try to be cheerful and happy they will have many friends, but if they persist in being cross and disagreeable they will find themselves sitting alone.

Mr. Schuerer has shown great tenacity of purpose in his work, courage in going about alone freely, and has developed a cheerful philosophy of life that is in good working order for his own service and that of others. For the last few years, Mr. Schuerer has been ably seconded by the help of a devoted wife.

Mary E. Roberts.

Mrs. Roberts joined the home-teaching staff in 1910, but because of limitation of funds has been employed only part time from that time to the present. She has the good fortune to possess a small fraction of sight which she uses with great skill. She can see colors, but not faces, and cannot see to read. Her blindness is caused by optic atrophy, following scarlet fever at the age of eight. This fraction of vision, which is enough for Mrs. Roberts to undertake traveling without a guide, is nevertheless a great strain and responsibility, for although she goes alone, she cannot read signs on cars or numbers on houses. In speaking of her first years of work after eleven years of undergraduate and postgraduate life at Perkins Institution, Mrs. Roberts tells frankly how "when some rough-spoken conductor made a sharp reply to my questions, or I suddenly came upon a drove of cows on cattle day in the Brighton district, I choked back the startled tears and marched on to the goal."

After ten years of success as a music teacher, Mrs. Roberts married. Six years later her husband died, leaving her with two children. She taught again, tried canvassing and in 1910 became a State home teacher. She prepared herself for this work by perfecting herself in chair caning, basketry, typewriting and pattern drafting, besides learning the newest method of knitting, and taking many patterns of sloyd, knitting, sewing and fancy work.

Mrs. Roberts' work is characterized by thoroughness and good judgment. She is not only a good judge of things but of people. Rarely has she made a mistake in recommending candidates for trade training, and she recognizes skill and character whether she finds it in the almshouse or in more reassuring settings.

In speaking of the things that have helped her most, Mrs. Roberts attributes any successes in her life "to the seeds planted in the old school days at Perkins, and to the untiring love and care of a mother whose heart and hand are ever ready to lift the burden, if possible." She herself is not only a good mother, but a good citizen, and when the war came her one son, although under age, with his mother's approval went promptly into the service of the country.

Mrs. Roberts' analysis of her work for a year (half time, it is to be remembered) helps give a picture of the home-teaching service, and is worth while quoting, as follows: —

My work for the years 1916 and 1917 has been scattered over a large area, extending from Rockport on Cape Ann to Barnstable on Cape Cod. I have visited Nantucket, and some of the suburbs of greater Boston, such as Wakefield and Reading. About 44 pupils have received instruction in 24 towns, and no two in the same building. I have made many more calls where I could not teach the man or woman on account of extreme age or infirmity. . . .

Eighteen of my pupils have learned Moon type, though not all this year. Eight of them dated not earlier than September, 1916. Eleven are reading Braille, and four of these dated not earlier than September, 1916. You will note there are more readers of Moon type than of Braille, because the home teacher finds that people over fifty as a usual thing find Braille very difficult. Thirty-one have had industrial instruction, and eleven are earning money for their work. Seven are consignors to the salesroom of the Commission. . . . Perhaps the strongest point in the home teaching is the mental uplift, for these people, deprived as they are of one of the most important senses, must constantly be encouraged and cheered, so that they will surmount the great obstacle to success, and prove the power of their will.

I stood in awe over the bed of a man who was blind from rheumatism, after losing the use of his legs, arms and all but one finger, while he read Braille, which he was working out after mastering Moon type by himself. He was a former high school teacher, and was much pleased with the maps I showed him, and over which his mind preceded the slow finger to the different States, mountains and rivers. . . .

Another man, formerly at the State Farm, was there because while trying to earn a living at canvassing, after losing his sight, he had been robbed of his wares by a dishonest guide. He placed himself in the poor-house, and had been transferred to the State Farm, where I found him. In the four months of instruction he learned to read and write Braille, to cane seat and pith seat chairs, and make rake-knit bags. He was sent to a workshop in April to learn broom making, and before his vacation in August had also learned to weave coarse rugs. He is now completing his apprenticeship, and will shortly find a place among the blind wage earners. He has made since July 1 about 50 rake-knit bags and sold them, receiving between $40 and $50 for his work. . . .

Mary F. Grieve.

Miss Grieve, who is the youngest member of the group of State home teachers, joined the staff in 1910, and, like Mrs. Roberts, has been a half-time worker most of the time, not for

lack of work, but owing to limits of appropriation. Miss Grieve is personally and professionally in a position of great advantage as a blind worker for the blind. Personally, she is a member of a large family who know when to remember and when to forget that she is blind, and she has taken part all her life, normal fashion, in the activities of the community in which they live. She has been a member of the New Bedford Woman's Club committee on the blind from its inception, twelve or more years ago, to date. New Bedford through this committee has been the one city of the Commonwealth which has continuously handled its local work for the blind, seeing that its blind residents are put in touch with State resources for the blind when needed, and looking closely after their recreational and social life in the city. New Bedford, with its resident home teacher, is an example of the ideal local or district plan for home teaching and other service, depending upon wise leadership and genuine community interest, towards which State work for the blind must move.

Of her work during the past year Miss Grieve writes, giving instances of service to both temporary and permanent invalids: —

> The work of the home teacher of the adult blind cannot be counted in dollars and cents. Much of the work is giving the newly blind a better understanding of how to "work out his own salvation." Sometimes it requires many, many visits, and incidentally lessons in some simple line of work, to get an insight into the pupil's real ability. Some pupils need great encouragement, while others need to be told that there is no reason for their not doing better work. There is still another class of pupils who are not well enough to do much work, but must be encouraged to do some little task.
>
> I have been teaching an old man of eighty-one years. He is a cripple, using crutches to get about his home, and he is also so deaf that until he becomes accustomed to a voice he is obliged to use an ear trumpet. Added to this, he has a wrist which has been broken and bothers him considerably. He is totally blind. This man took up reading in Moon type, and during the last year he has read four small books and all the cards which we use in this type. . . .

She speaks further of the men in almshouses. One is learning to read Moon type, and while he may never make a good reader, yet the authorities say he is much easier to live with

since he has had this occupation. In another resident in a smaller almshouse Miss Grieve finds a bright pupil, and he husks corn, chops wood and does his share in the work of the institution.

Miss Grieve emphasizes the need and value of supervision in the home-teaching service. Pupils who make articles to sell, and housekeepers in need of new recipes and new ways of doing, need follow-up service from home teachers. This is the more needed because, as Miss Grieve points out, work for the blind stands between two difficulties, — on the one hand, "so many people say [to the blind] that a piece of work is good when it is very poor," and on the other hand, "when a blind person makes a piece of work it is inspected more closely than a sighted person's, and therefore we must demand very good work when it is to be sold." Miss Grieve adds: —

> Any blind person doing any kind of work uses up 50 per cent. more energy than a sighted person doing the same kind of work. He or she must concentrate the mind on the work in hand.
>
> With the older pupils, who are so often in poor health beside being blind, the greatest work that the teacher does is to bring in a new incentive from the outside world.

Two instances of this kind in Miss Grieve's experience are as follows: —

> Six years ago I visited a blind man in this city. He was very discouraged. His wife had taken boarders and was trying to make a living. He would not go out, and felt that life was not worth living. He had always supported his wife and did not like the idea of being supported by her. He learned to read, and while he was learning he began to do the things about a home that a man should do. When they moved to a larger house, where they could take more boarders, he put up all the bedsteads, hung the shades, and laid the carpets, and when my guide and I came we were shown all over the house to see the work. Mr. Holmes came to see him and asked him to go to the shop, but he was not willing to go. However, a year later he told me that he was willing to go, and I immediately wrote to Mr. Holmes and he sent for him. When I met the man, a little more than a year ago, he told me that he was happier and more contented than when he had his sight. . . .
>
> A woman in Fall River began to lose sight about twelve years ago, although she did not realize that it was serious. About seven years ago the doctors told her that there was not much hope for her, but even then she could see enough to get about. When I first visited her, a little more

than four years ago, she was almost totally blind. She has a husband and two little girls. She does all her own housework. She has learned to make many good pieces of work. She keeps her house very neat and clean, and her husband told me that she did just as well as when she could see, except that she could not make the girls' clothes. She often says, "I do not know what I would do without my teacher and her guide."

These brief accounts of the lives and work of the State home teachers of Massachusetts can, perhaps, do no more than suggest the nature and spirit of their work, and their own frank facing of the difficulties and questions that have arisen in it. There remain, naturally, many debatable questions of organization, of district plans, of relation to other workers on the staff, of suitable preparation of new teachers, etc. These questions cannot be satisfactorily discussed here, and can be answered only in relation to other questions of technique, organization and funds involved in the complete program of the State's work. No one who knows the lives of men and women overtaken by blindness, however, is in doubt as to the main issues, which may be summarized as follows: —

The values of home teaching for the adult blind are first of all therapeutic values. It may well be classified as "curative occupations in the home for persons permanently handicapped by blindness."

Two main groups of need stand out, — the needs of temporary invalids, or those for whom home teaching is "a way out" to active life; and the needs of permanent invalids or those who are "shut in" by added handicaps, and need the relief of occupation in their chronic invalidism.

To meet these needs blind home teachers are without question best. Almost all the evidence from sighted observers, teachers and pupils is in this direction. The underlying reason is probably much the same as in selecting teachers for disabled soldiers. They prefer those who, like themselves, have been "over the top."